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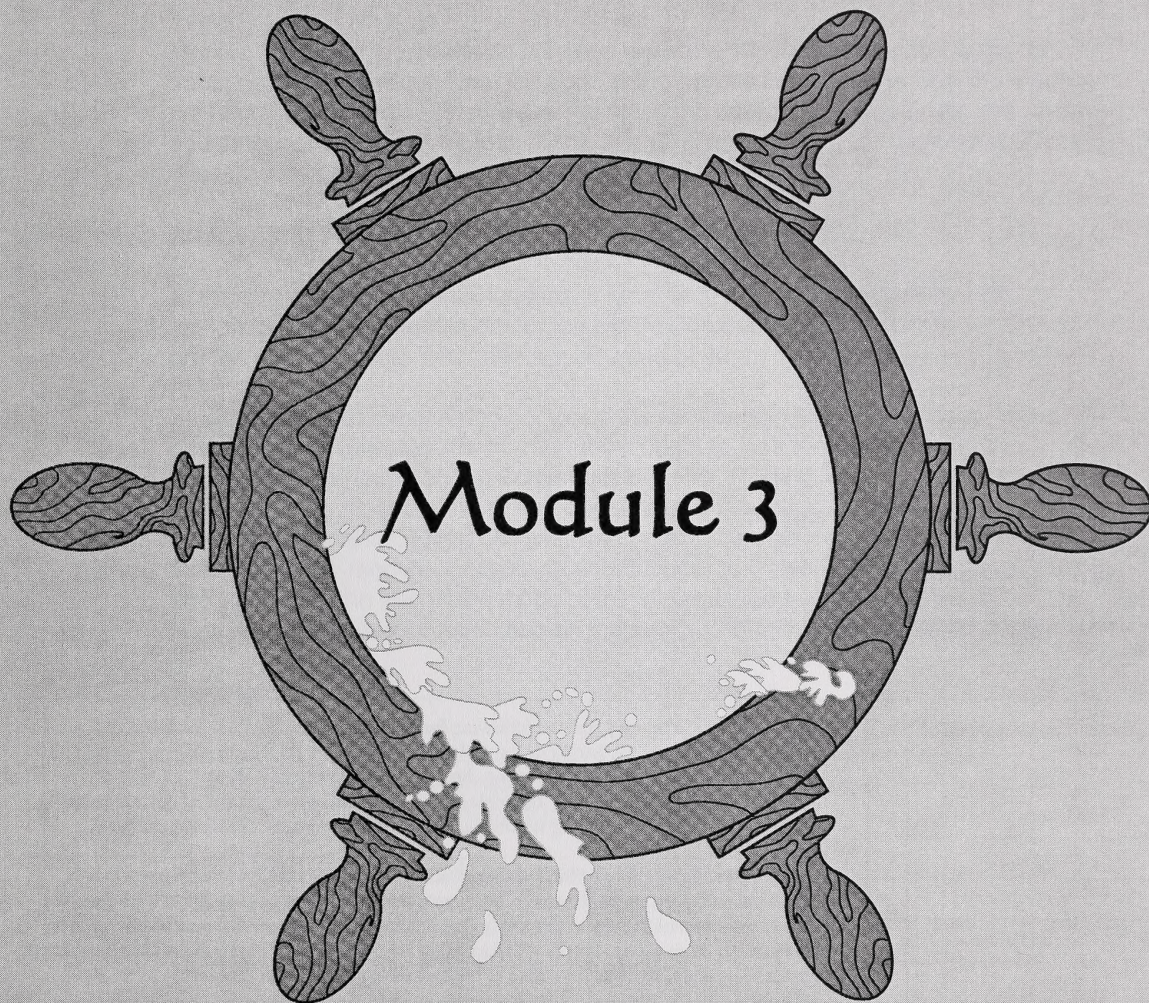
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Mathematics 5



Home Instructor's Guide and Assignment Booklet 3A



Learning
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LEARNING

Mathematics 5
 Module 3: Fractions and Decimals
 Home Instructor's Guide and Assignment Booklet 3A
 Learning Technologies Branch
 ISBN 0-7741-2027-4

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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Module 3: Fractions and Decimals

Overview

Module 3 reviews the student's previous understanding of the different ways that fractions are used. Equivalent fractions are introduced and used to help the student connect fraction and decimal ideas. Addition and subtraction of decimals are reviewed and extended. Methods for multiplying and dividing decimals are developed. The student uses fractions and decimals to solve problems.

Assessment

At the end of each of the six lessons in Module 3, the student will be directed to complete an assignment in one of the two Assignment Booklets. The assignments will be graded by the teacher and have a total value of 90 marks.

Students are also expected to complete the Numbers in the News project. This project has a value of 10 marks. Encourage the student to look through a newspaper at least once a week for items on the Scavenger Hunt list. Read through the list with your student and suggest that he or she begin collecting samples of the ideas that he or she already understands. Other samples can be collected as ideas are introduced or extended in the module. Encourage your student to collect as many samples as he or she wishes. At the end of the module, the student will need to choose at least one sample for each question and submit the samples with the Assignment Booklet.

Pacing

The module has been designed so that students can work at their own pace. Each lesson, including the lesson assignment, will take the average student about one week to complete. The Challenge Activity in each lesson is optional.

Allowing time for review of basic facts and project work, Module 3 will take students 6 to 7 weeks to complete.

Lesson 1: Fractions as Parts of a Whole

Overview

Lesson 1 focuses on using fractions to represent parts of wholes and extends this idea to representing equivalent fractions.

Special Requirements

You may gather the following materials for your student to use in this lesson:

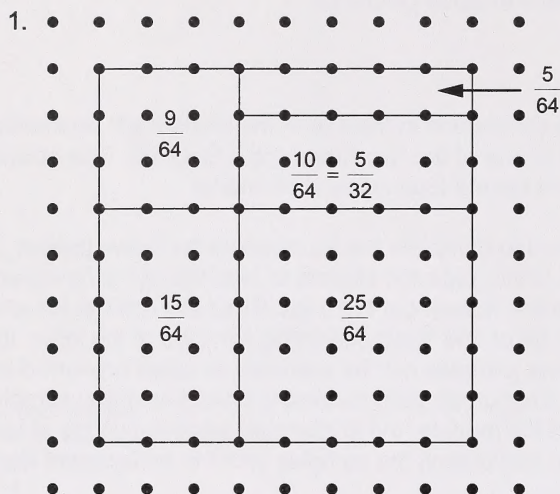
- pencil crayons, marker, or crayons
- scissors
- paper to fold

Sharing Time

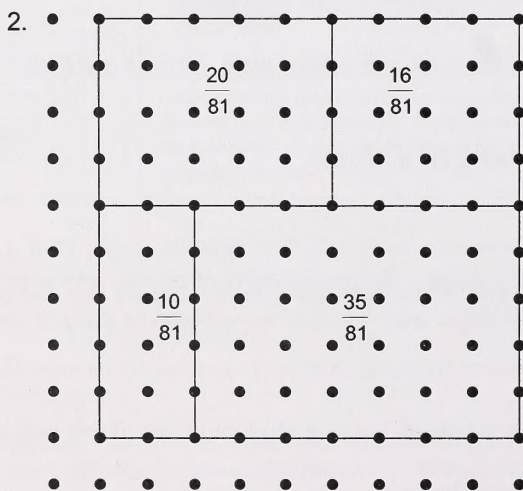
There is one Sharing Time in this lesson—at the end of Activity 4.

Activity 4 Sharing Time

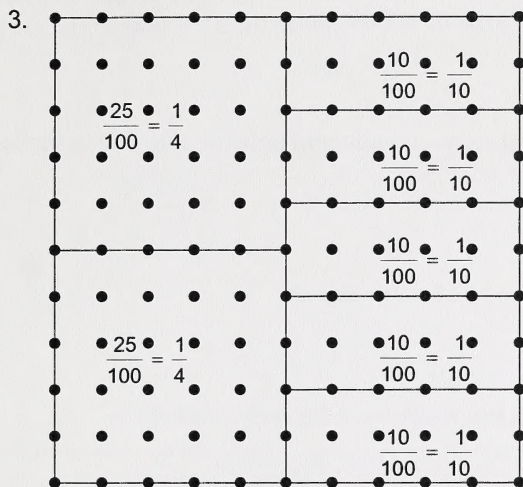
Practice and Homework Book, page 47, questions 1 to 4. Answers will vary. Following are sample answers.



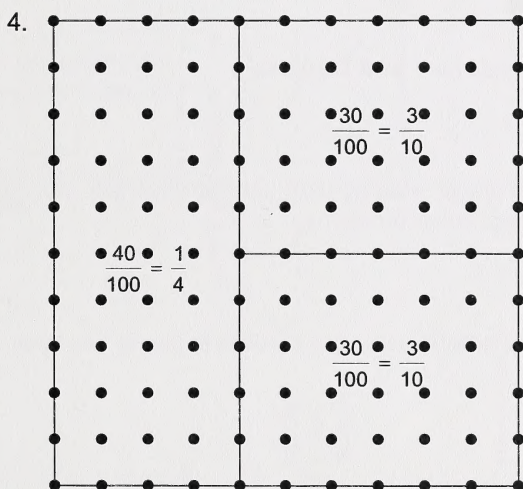
$$\frac{9}{64} + \frac{15}{64} + \frac{5}{64} + \frac{10}{64} + \frac{25}{64} = 1 \quad \text{or} \quad \frac{9}{64} + \frac{15}{64} + \frac{5}{64} + \frac{5}{32} + \frac{25}{64} = 1$$



$$\frac{20}{81} + \frac{16}{81} + \frac{10}{81} + \frac{35}{81} = 1$$



$$\frac{1}{4} + \frac{1}{4} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = 1$$



$$\frac{1}{4} + \frac{3}{10} + \frac{3}{10} = 1$$

Lesson 2: Fractions as Parts of a Set

Overview

Lesson 2 focuses on using fractions to represent parts of sets and extends this idea to representing equivalent fractions.

Special Requirements

There are no special requirements for this lesson.

Sharing Time

There is one Sharing Time in this lesson—at the end of Activity 3.

Activity 3 Sharing Time

Discuss problem solving with your student and give him or her encouragement. Problem-solving skills will improve with time. The problems in Activity 3 illustrate that a diagram is often helpful to visualize a problem. It is important that the student understands equivalent fractions.

Lesson 3: Connecting Fractions and Decimals

Overview

Lesson 3 extends the idea of place value by representing decimals with concrete materials and using decimals to solve problems.

Special Requirements

You may gather the following materials for your student to use in this lesson:

- base ten blocks

Sharing Time

There is no Sharing Time in this lesson. However, take every opportunity to point out fractions and decimal numbers in the everyday world.

ASSIGNMENT BOOKLET 3A

Mathematics 5

Module 3: Lesson 1 Assignment, Lesson 2 Assignment, and Lesson 3 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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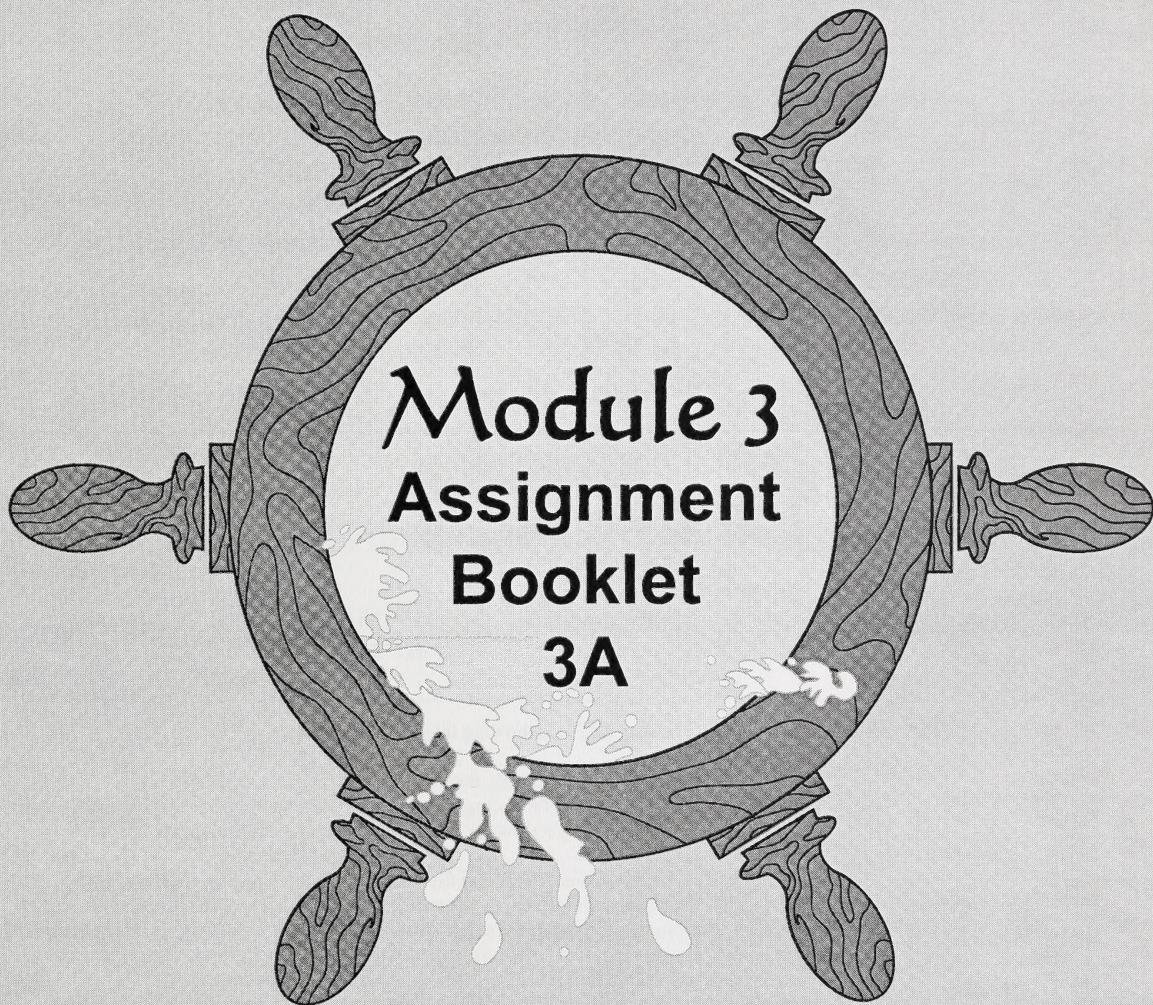
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2. All faxing costs are the responsibility of the sender.

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Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

Mathematics 5



Fractions and Decimals



Learning
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FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Lesson 1 Assignment	22	
Lesson 2 Assignment	17	
Lesson 3 Assignment	14	
	53	

Teacher's Comments


Mathematics 5

Module 3: Fractions and Decimals

Assignment Booklet 3A

Lesson 1 Assignment, Lesson 2 Assignment, and Lesson 3 Assignment

Learning Technologies Branch

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ASSIGNMENT BOOKLET 3A

MATHEMATICS 5—MODULE 3: FRACTIONS AND DECIMALS

Your mark on this module will be determined by how well you do your assignments in the Assignment Booklets.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate lessons.

There are three lesson assignments in this Assignment Booklet. The total of these assignments is 53 marks. The value of each assignment is stated in the left margin.

Be sure to proofread each assignment carefully.

22



8

Lesson 1 Assignment: Fractions as Parts of a Whole

1. Turn to page 101 in your textbook and answer questions 1 to 8 of Practise Your Skills.

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

4

2. Turn to page 106 of the textbook and express each of the following fractions of the day in simplest form.

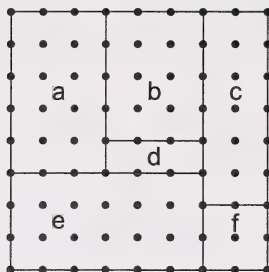
School: $\frac{6}{24} =$ _____

Sleeping: $\frac{9}{24} =$ _____

Track: $\frac{3}{24} =$ _____

Homework: $\frac{2}{24} =$ _____

- ⑥ 3. Label each part of the following square as a fraction in simplest form.



a. _____

b. _____

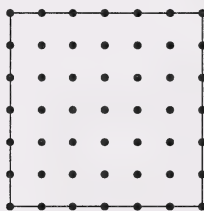
c. _____

d. _____

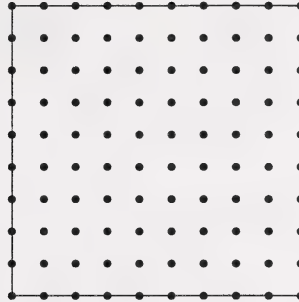
e. _____

f. _____

- ② 4. a. Using only horizontal and vertical lines, connect the dots to make a square whose area is $\frac{1}{9}$ of the area of the given square. Explain how you know the square you have drawn is $\frac{1}{9}$ of the given square.



- ② b. Using only horizontal and vertical lines, connect the dots to make a square whose area is $\frac{4}{9}$ of the area of the given square. Explain how you know the square you have drawn is $\frac{4}{9}$ of the given square.

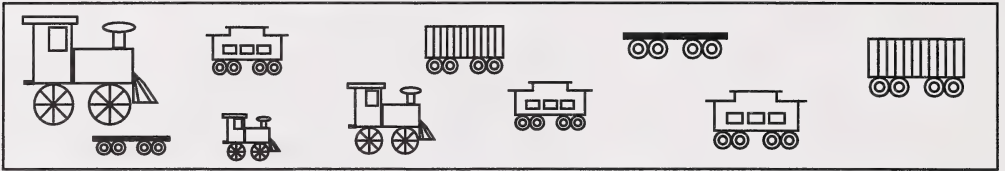


17

Lesson 2 Assignment: Fractions as Parts of a Set

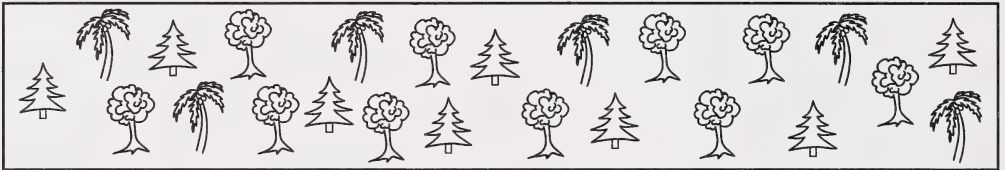
①

1. Circle $\frac{2}{5}$ of the set of train cars.



①

2. Circle $\frac{4}{6}$ of the set of trees.



①

3. Circle $\frac{5}{10}$ of the set of flowers.



4. Draw pictures and circle the fraction of the pictures given for the following sets.

①

- a. Draw a set of triangles. Circle $\frac{2}{3}$ of them.

- ① **b.** Draw one set of hearts and another set of stars so that there is a different number of hearts than stars. Circle $\frac{1}{4}$ of both sets.

- ① **c.** Draw one set of happy faces. Colour $\frac{1}{2}$ of them red and $\frac{1}{3}$ of them blue.

- ① **d.** Draw one set of stars. Colour $\frac{2}{3}$ of them red and $\frac{1}{6}$ of them green.



4

5. Turn to page 98 in your textbook. Do questions 2.a., 2.b., 2.d., and 2.f. of Starting Out.

2.a.: _____

2.b.: _____

2.d.: _____

2.f.: _____



6

6. Turn to page 103 in your textbook. Do questions 1 and 2 of Practise Your Skills.

1.a.: _____

1.b.: _____

1.c.: _____

2.a.: _____

2.b.: _____

2.c.: _____

14

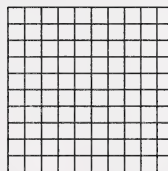
Lesson 3 Assignment: Connecting Fractions and Decimals



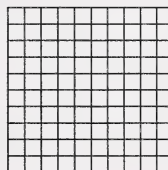
8

1. Turn to page 125 of your textbook. For questions 1 to 8 in Practise Your Skills, write the fraction as a decimal and show the decimal by shading the diagram.

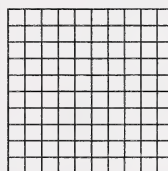
1. Decimal: _____



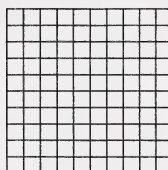
2. Decimal: _____



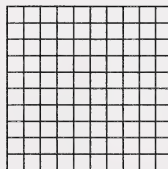
3. Decimal: _____



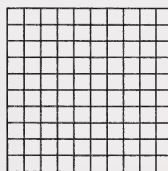
4. Decimal: _____



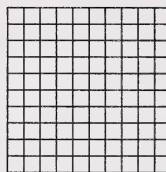
5. Decimal: _____



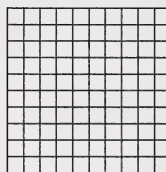
6. Decimal: _____



7. Decimal: _____



8. Decimal: _____

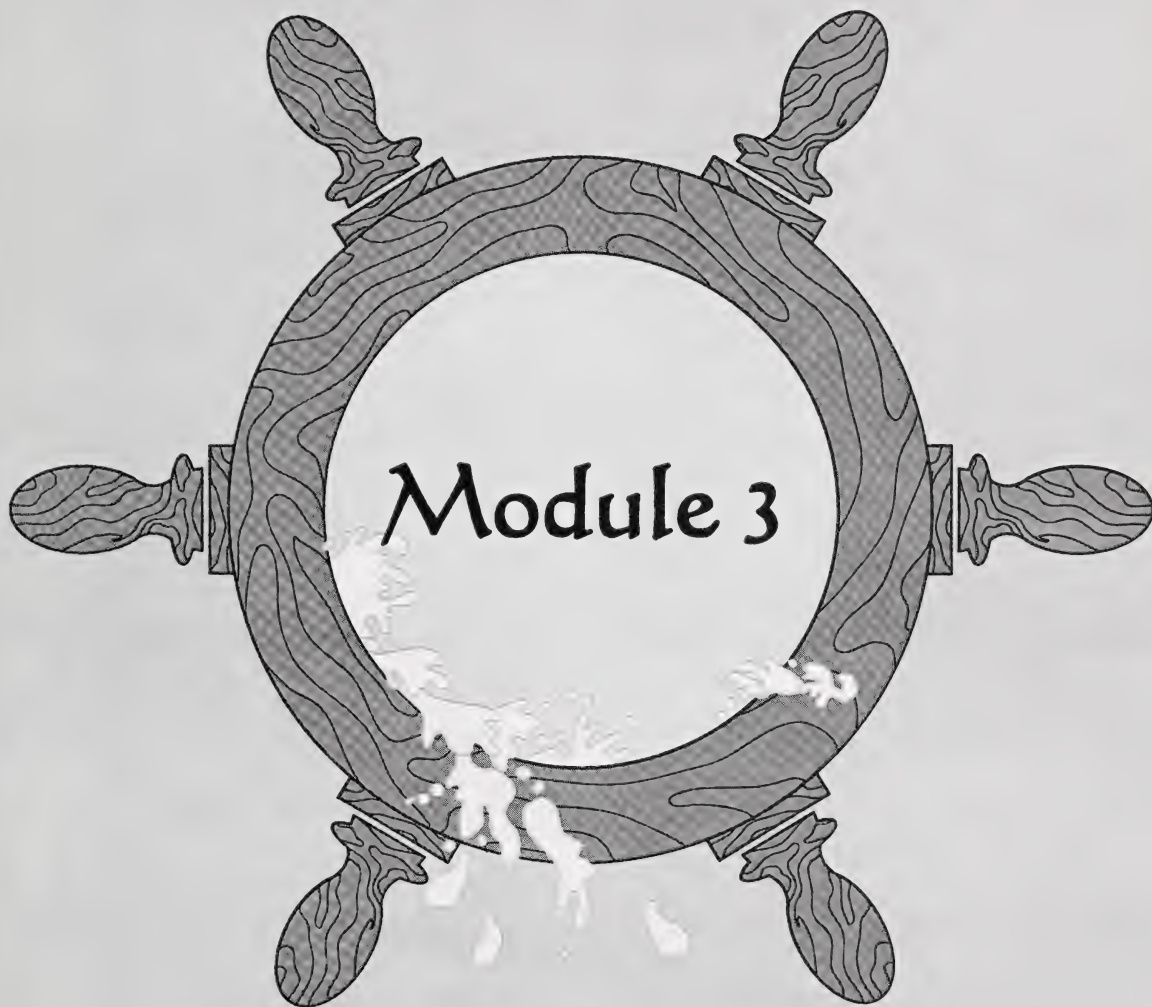


⑥

2. Complete the following table.

Decimal	Expanded Form
	$5 + 0.1 + 0.05$
9.37	
	$6 + 0.4 + 0.08$
10.01	
0.62	
	$7 + 0.06$

Mathematics 5



Home Instructor's Guide and Assignment Booklet 3B

Mathematics 5
 Module 3: Fractions and Decimals
 Home Instructor's Guide and Assignment Booklet 3B
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Lesson 4: Comparing and Ordering Fractions and Decimals

Overview

Lesson 4 focuses on ordering fractions and decimals. Equivalent fractions are used to connect fraction and decimal ideas.

Special Requirements

You may gather the following materials for your student to use in this lesson:

- numeral cards (Students can make their own.)

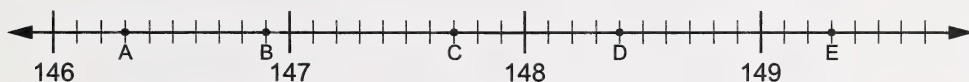
Sharing Time

There is one Sharing Time in this lesson—at the end of Activity 3.

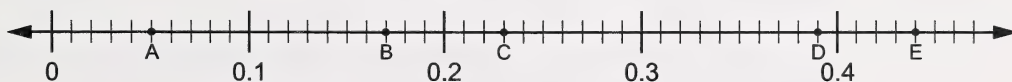
Activity 3 Sharing Time

Practice and Homework Book, page 57, questions 16 to 25

16. A 146.3 17. B 146.9 18. C 147.7 19. D 148.4 20. E 149.3



21. A 0.05 22. B 0.17 23. C 0.23 24. D 0.39 25. E 0.44



Lesson 5: Adding and Subtracting Decimals

Overview

Lesson 5 extends addition and subtraction of decimals to hundredths. These operations are used to solve problems.

Special Requirements

You may gather the following materials for your student to use in this lesson:

- base ten blocks
- play money (Students can make their own.)

Sharing Time

There is one Sharing Time in this lesson—at the end of Activity 3.

Activity 3 Sharing Time

Practice and Homework Book, page 61, questions 1 to 3. Answers will vary depending on the items selected. Following is one sample response.

My Order	
Green Salad	$\begin{array}{r} 1\ 3 \\ 1.29 \end{array}$
Roll	0.49
Soup	2.49
Coffee	1.29
Total:	$\$5.56$
Change from \$10:	10.00
	$\begin{array}{r} 5.56 \\ \hline 4.44 \end{array}$

Note: If students need more practice adding and subtracting decimals, see pages 156 to 158 and pages 160 to 162 of the Practice and Homework Book.

Lesson 6: Multiplying and Dividing Decimals**Overview**

Lesson 6 develops methods to multiply and divide decimals to hundredths. These operations are used to solve problems.

Special Requirements

You may gather the following materials for your student to use in this lesson:

- base ten blocks
- play money (Students can make their own.)

Sharing Time

There is one Sharing Time in this lesson—at the end of Activity 3.

Activity 3 Sharing Time

Practice and Homework Book, page 65, questions 1, 2, 6, and 7

1. Estimate

$$6.7 \times 6 \div 7 \times 6 \\ \div 42$$

Exact Answer

$$\begin{array}{r} 6.7 \quad \text{or} \quad \overset{4}{6}.7 \\ \times 6 \\ \hline 6 \times 6 = 36.0 \\ 6 \times 0.7 = \underline{4.2} \\ 40.2 \end{array}$$

2. Estimate

$$16.4 \times 9 \div 16 \times 10 \\ \div 160$$

Exact Answer

$$\begin{array}{r} 16.4 \quad \text{or} \quad \overset{5}{16}.\overset{3}{4} \\ \times 9 \\ \hline 9 \times 10 = 90.0 \\ 9 \times 6 = 54.0 \\ 9 \times 0.4 = \underline{3.6} \\ 147.6 \end{array}$$

6. Estimate

$$25.2 \times 6 \div 24 \div 6 \\ \div 4$$

Exact Answer

$$\begin{array}{r} 4.2 \\ 6 \overline{)25.2} \\ \underline{24} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

7. Estimate

$$\begin{array}{r} 7.8 \div 3 \div 6 \div 3 \\ \div 2 \end{array}$$

Exact Answer

$$\begin{array}{r} 2.6 \\ 3 \overline{) 7.8} \\ \underline{6} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

Note: If students need more practice, see pages 164 to 166 and pages 168 to 170 of the Practice and Homework Book.

Module Summary

In the Module Summary students are asked to complete the Numbers in the News Project and send the completed project with Assignment Booklet 3B to the teacher.

Following the Module Summary are Keystrokes and Review. These special activities can be assigned at a later time to review the module ideas and prepare for the final test.

ASSIGNMENT BOOKLET 3B

Mathematics 5

Module 3: Lessons 4 Assignment, Lesson 5 Assignment, Lesson 6 Assignment, and Numbers in the News

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
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Grading:

Teacher's Comments

Teacher's Signature

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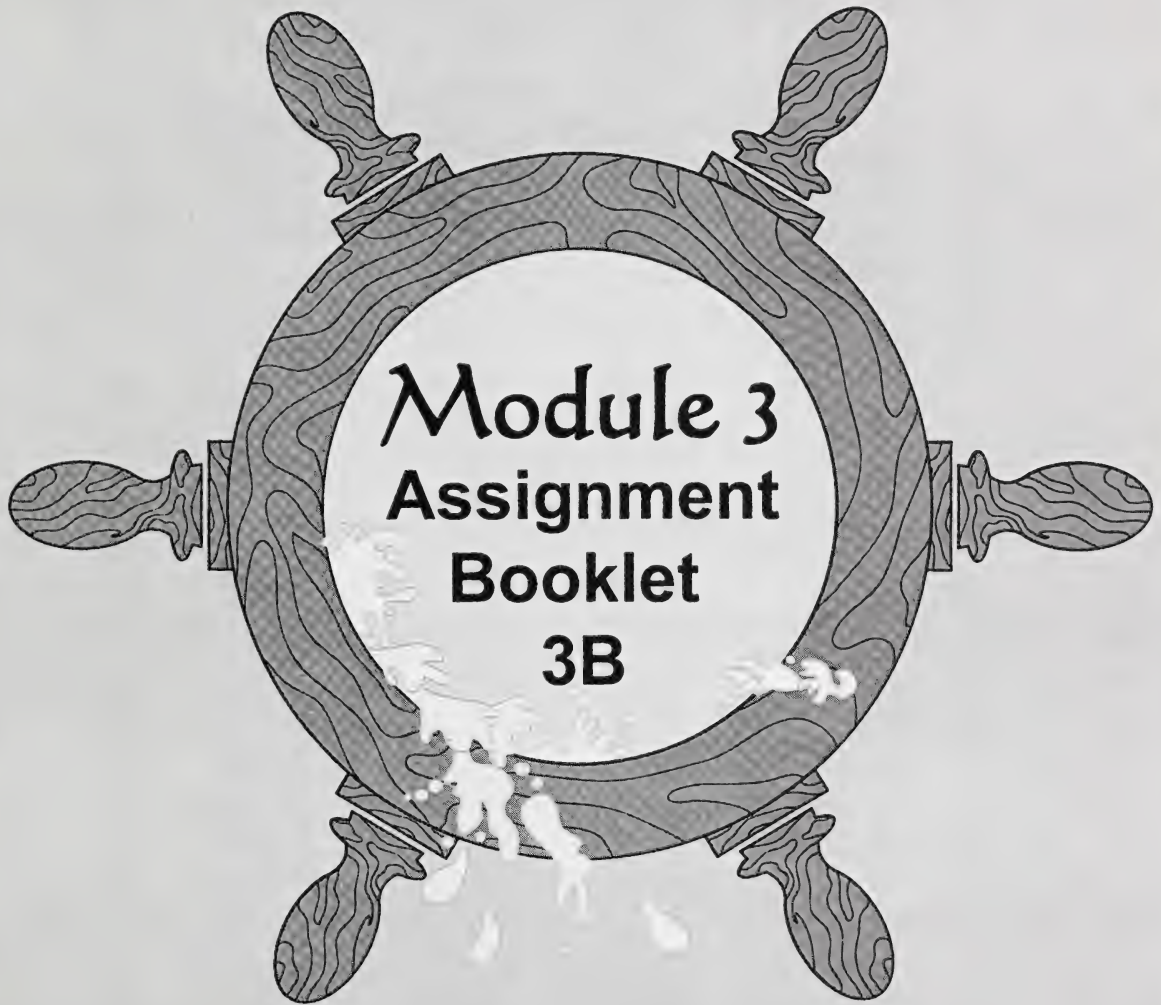
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Mathematics 5



Fractions and Decimals



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Summary

	Total Possible Marks	Your Mark
Lesson 4 Assignment	13	
Lesson 5 Assignment	12	
Lesson 6 Assignment	12	
Numbers in the News	10	
	47	

Teacher's Comments

Mathematics 5

Module 3: Fractions and Decimals

Assignment Booklet 3B

Lesson 4 Assignment, Lesson 5 Assignment, Lesson 6 Assignment, and Numbers in the News

Learning Technologies Branch

This document is intended for

Students



Teachers



Administrators

Home Instructors

General Public

Other



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ASSIGNMENT BOOKLET 3B

MATHEMATICS 5—MODULE 3: FRACTIONS AND DECIMALS

Your mark on this module will be determined by how well you do your assignments in the Assignment Booklets.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate lessons.

There are three lesson assignments and a Numbers in the News project in this Assignment Booklet. The total of these assignments is 47 marks. The value of each assignment is stated in the left margin.

Be sure to proofread each assignment carefully.

13

Lesson 4 Assignment: Comparing and Ordering Fractions and Decimals

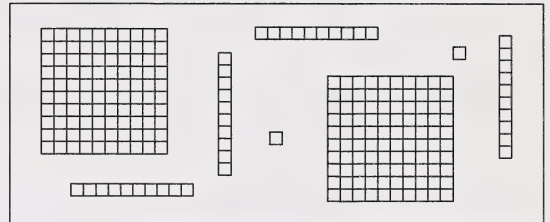
1. Use the fraction strips from Activity 3 of Lesson 1 in this module to represent each of the following fractions and place them in order of increasing size: $\frac{5}{6}$, $\frac{2}{3}$, $\frac{3}{8}$, $\frac{2}{4}$.

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- a. Draw pictures that show how you compared your strips.

- ② b. Write the fractions in order of increasing size, using the less than ($<$) sign.

2. The base ten blocks in the diagram can be used to represent decimals. A flat represents 1, a rod represents 0.1 units, and a small cube represents 0.01.



- ⑤ a. Write all the decimals you can show using any four of the base ten blocks in the diagram above.

- ② b. How can you be sure you have all the possible numbers?

- ② c. Write the numbers from least to greatest, using the less than ($<$) sign.

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Lesson 5 Assignment: Adding and Subtracting Decimals

You just got a gift of three goldfish from your grandmother and she gave you \$20.00 to buy a bowl, a bowl ornament, and a supply of fish food. The chart below shows the prices of these items at three different stores.

Item	Store			
		Pet Zoo	Pampered Pets	John's Animals
	Bowl	\$7.00	\$6.00	\$8.00
	Ornament	\$8.50	\$8.00	\$4.75
	Fish Food	\$5.50	\$4.50	\$5.25

①

1. Explain how you can estimate the total cost of the most expensive combination of the three items.

①

2. Explain how you can estimate the total cost of the least expensive combination of the three items.

- 8 3. Find four different ways you could buy the three things and spend \$20 or less. Show each combination, the total cost, and how much change you would receive.

Bowl	Ornament	Fish Food	Total Cost	Change

- 2 4. If you had to buy all three items at the same store, at which of the stores could you shop?

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Lesson 6 Assignment: Multiplying and Dividing Decimals

For each of the following questions, write a word problem, explain how you would estimate the answer, and solve the problem. Show your work.

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1. 13.6×7

Word problem: _____

Estimate:

Solution:

③

2. 4×361.59

Word problem: _____

Estimate:

Solution:

③

3. $23.4 \div 6$

Word problem: _____

Estimate:

Solution:

③

4. $42.16 \div 5$

Word problem: _____

Estimate:

Solution:

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Numbers in the News

Go through the scavenger hunt list for Module 3 to make sure you have clipped at least one example for each question. Ask your home instructor to check the samples you found. Choose the sample you wish to use, and label one with the scavenger hunt number it matches. Organize your samples and put them together with any other information required. Submit your project with this Assignment Booklet.

Ask yourself the following questions:

- Is my Numbers in the News project complete? (Have I included all my samples?)
- Do my samples show the ideas clearly? (Are my examples appropriate?)
- Did I take care to be neat when organizing and labelling my work?

Summary of the Study

The purpose of this study was to investigate the effects of a new teaching method on student learning outcomes. The study was conducted over a period of six months in a classroom setting. The participants were 30 students, and the data was collected through various assessments and observations. The results of the study indicate that the new teaching method had a positive impact on student learning outcomes, particularly in the areas of critical thinking and problem-solving skills. The study also identified some challenges and limitations, which will be discussed in the conclusion. The findings of this study have implications for future research and for the development of effective teaching strategies.

